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17. ABSTRACT (MAX. 250 WORDS)

Instructional television programs for the middle primary grades were divided into three areas: art, music, and physical education. The main objective of the art program was to encourage individual creativity. Pupil participation was to take place as soon as possible after telecast viewing. Art lessons used a winter theme, stuffed paper forms, sponge paintings and spring murals. Each lesson included a statement of purpose, materials to be used, the proposed sequence, and additional activities.

The music program was designed to increase the children's enjoyment of music by pointing out specific things to listen for, thereby developing active listening rather than passive hearing, and to acquaint the children with the appearance and sound of instruments of the orchestra and band. Teachers were advised to become personally acquainted with the music to be used on the telecasts before the actual program, and to replay them to the children after the telecasts to increase familiarity with the music with respect to mood, instrumentation, rhythm, melody, and form.

Physical education lessons were designed to present new activities, to show the correct techniques of various skills and to guide pupils in the development of desirable habits and attitudes. Active participation of the students as soon as possible after the telecast was recommended. Activities for this group included stunts and tumbling fun, balance beam safety, hopping and junping skills, and circus activities. Suggestions were given to correlate a circus theme with other subjects in primary school such as language arts, reading, numbers, social studies, science, art, and music.

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1962

instructional television SPRING 1962

MIDDLE PRIMARY

ED0013334

Return to
CURRICULUM LABORATORY
21 Capitol Avenue, Room 433
Sacramento, California

INSTRUCTIONAL TELEVISION
FOR THE
MIDDLE PRIMARY

A TEACHER GUIDE
SEMESTER II

Prepared by

Art Department

Music Department

Physical Education Department

Department of Primary Curriculum and Instruction

Educational Television Department
Division of Curriculum and Instruction
Milwaukee Public Schools
1962

ACKNOWLEDGMENTS

Sincere appreciation is expressed to those teachers and members of the Superintendent's staff who have conscientiously prepared the materials in this guide. They are:

"ART FOR YOU"
The Art Department

Mr. Alfred Pelikan, Director
Mr. Gordon Borchardt, Supervisor

"MUSIC FOR YOU"
The Music Department

Dr. Joseph Skornicka, Director
Miss Roberta Best, Supervising Assistant
Mrs. Mildred Housfeld, Supervising Assistant

"PHYSICAL EDUCATION FOR YOU"
The Physical Education Department

Mr. George Wolf, Director
Mr. Robert McLaughlin, Supervising Assistant

Robert T. Suchy, Director, Educational Television Department

THE TELEVISION STATION

The instructional telecasts produced by the Milwaukee Public Schools are broadcast in cooperation with WMVS-TV transmitting on Channel 10. The station is owned and operated by the Milwaukee Vocational and Adult Schools, and provides broadcast services for a number of agencies throughout the greater Milwaukee area.

In addition to instructional telecasts at the elementary and secondary levels, the station broadcasts adult and college level telecourses. It is also active in broadcasting general educational programs to both children and adults in the Milwaukee community, some of which are produced for the National Educational Television Network.

Dr. Otto Schlaak, Station Manager

Dr. George A. Parkinson, Director

Milwaukee Vocational and Adult Schools

FOREWORD

The primary school telecasts have been prepared as one of several instructional telecast series for use by elementary teachers in the Milwaukee Public Schools. These telecasts are intended to provide Milwaukee school children with a rich, well-developed resource for the classroom.

The telecasts are designed to relate to the on-going curriculum and their primary purposes are as follows:

1. To feature introductory motivations which will allow classes freedom of choice to interpret and develop activities in many different directions.

2. To encourage pupils to develop and improve processes of thinking and planning as they participate in classroom activities.

3. To provide pupils with rare and unusual experiences through the medium of television which would be difficult or impossible to do in the classroom.

It is hoped this guide and the resources of television will enable each classroom teacher to fulfill more completely his potentialities as a teacher.

Dwight Teel, Assistant Superintendent, Division of Curriculum and Instruction

Harold S. Vincent, Superintendent of Schools

TELECAST CALENDAR

FOR THE

MIDDLE PRIMARY

Date		Subject	Lesson	Page
February	13	Art	5	3
	20	Music	5	13
	27	Physical Education	5	23
March	13	Art	6	5
	20	Music	6	15
	27	Physical Education	6	27
April	3	Art	7	7
	10	Music	7	17
May	1	Physical Education	7	31
	8	Art	8	9
	15	Music	8	19
	22	Physical Education	8	34

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MUSIC	11
PHYSICAL EDUCATION	21

TELECAST SCHEDULE

WMVS-TV Channel 10

Tuesday 11:30 - 11:45 A.M.

ART FOR YOU

TO THE TEACHER

In the primary school there is a 150-minute weekly time allotment for instruction in art. The time spent viewing the telecast should be considered a part of the allotted time for art instruction.

The primary purposes of the telecast series are stated with each specific lesson. There is a special purpose in the overall sequence of this series. The series' structure includes the fundamental principles applicable to such basic areas as line drawing, picture making, design and construction.

Emphasis upon art principles, however, should not interfere with the main objective: to motivate pupils so they will express themselves through the creation of individual and successful works.

The following recommendations are made for using the lessons in this guide:

Pupils should view, listen and then participate in the actual work as soon after the telecast as possible. It is highly essential to concentrate on the telecast itself, and in many cases it would be well to take notes on the sequence and processes.

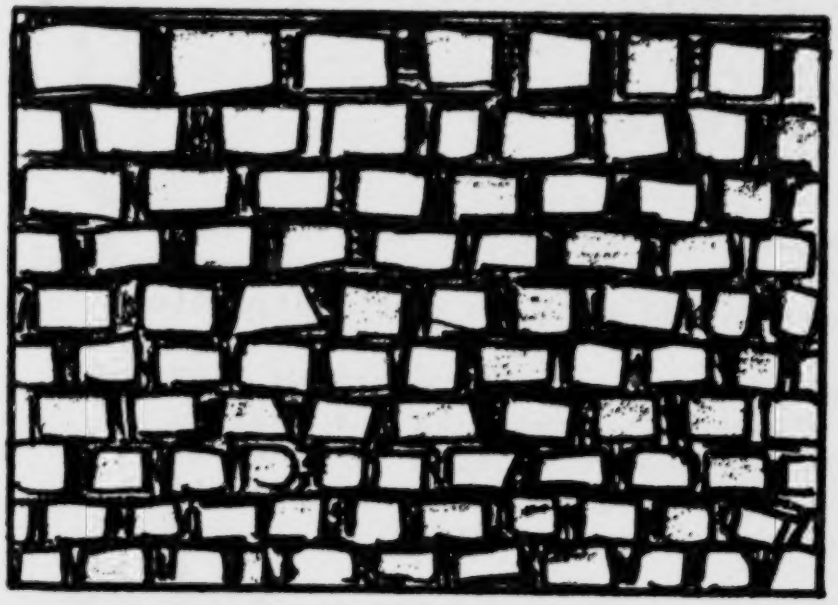
Most of the other materials are available through the regular supplies or may be easily obtained from the home.

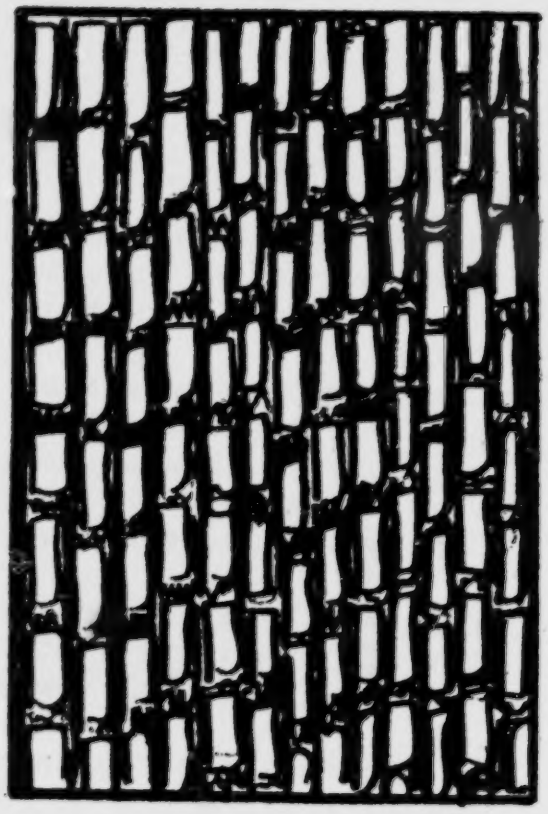
This manual should be consulted for necessary preparations. These may include reference study, observation, sketching on location, teacher-pupil planning, and the procurement and supply of materials and equipment.

Pupils within the class should be encouraged to do individually creative work.

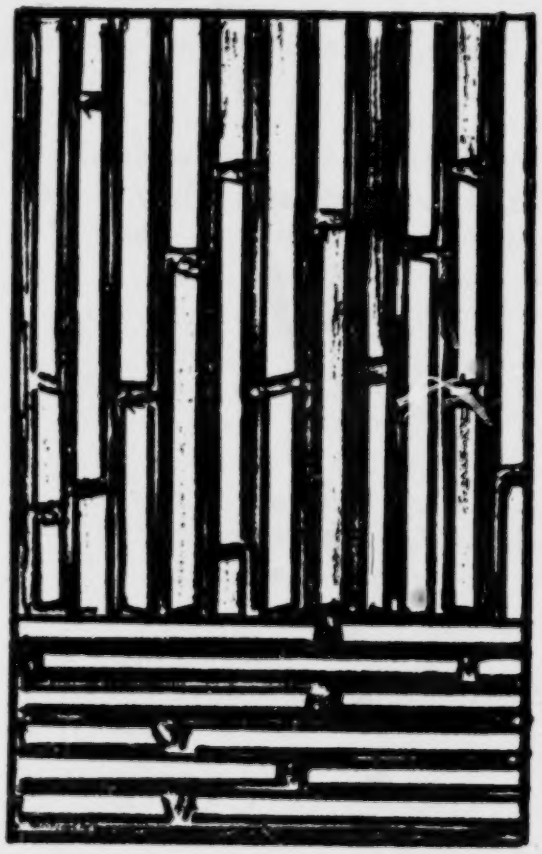
The classroom teacher is an important, integral part of the telecast art lesson. The teacher is responsible for carrying the ideas presented to a tangible, successful conclusion.

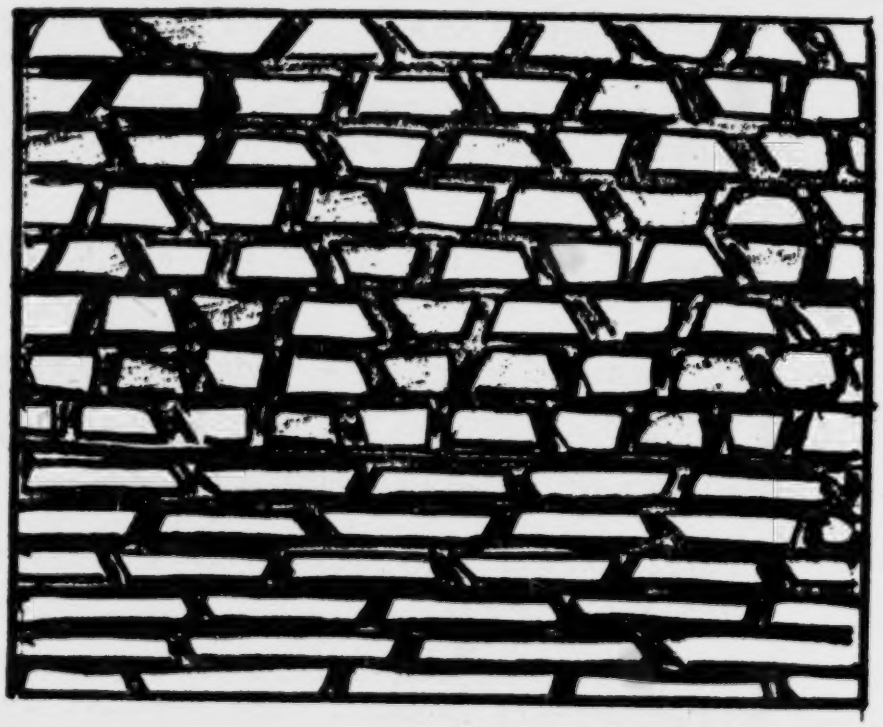
Gordon Borchardt, Supervisor
Art Department





BACKGROUNDS





WINTER MOOD

PURPOSE

To present a medium which suits the theme of winter. To involve children in the spontaneous practice of free paper cutting. To make the children aware of the beauties of winter in the immediate environment of the city.

PROCESS AND MEDIUM

Paper cutting of snow covered forms which are superimposed upon a paper mosaic-like dark background.

PREPARATION--SUBJECT MATTER

Groups of familiar objects and forms as if covered with snow

At play: Children rolling snow; running in the snow; riding on sleds.

On the street: Walking to school; cars and trucks tied up; houses are pretty.

MATERIALS

Newsprint paper for practice cutting
White paper for final cuttings
Black construction, 12" x 18"
Construction paper in dark values
Scissors; paste

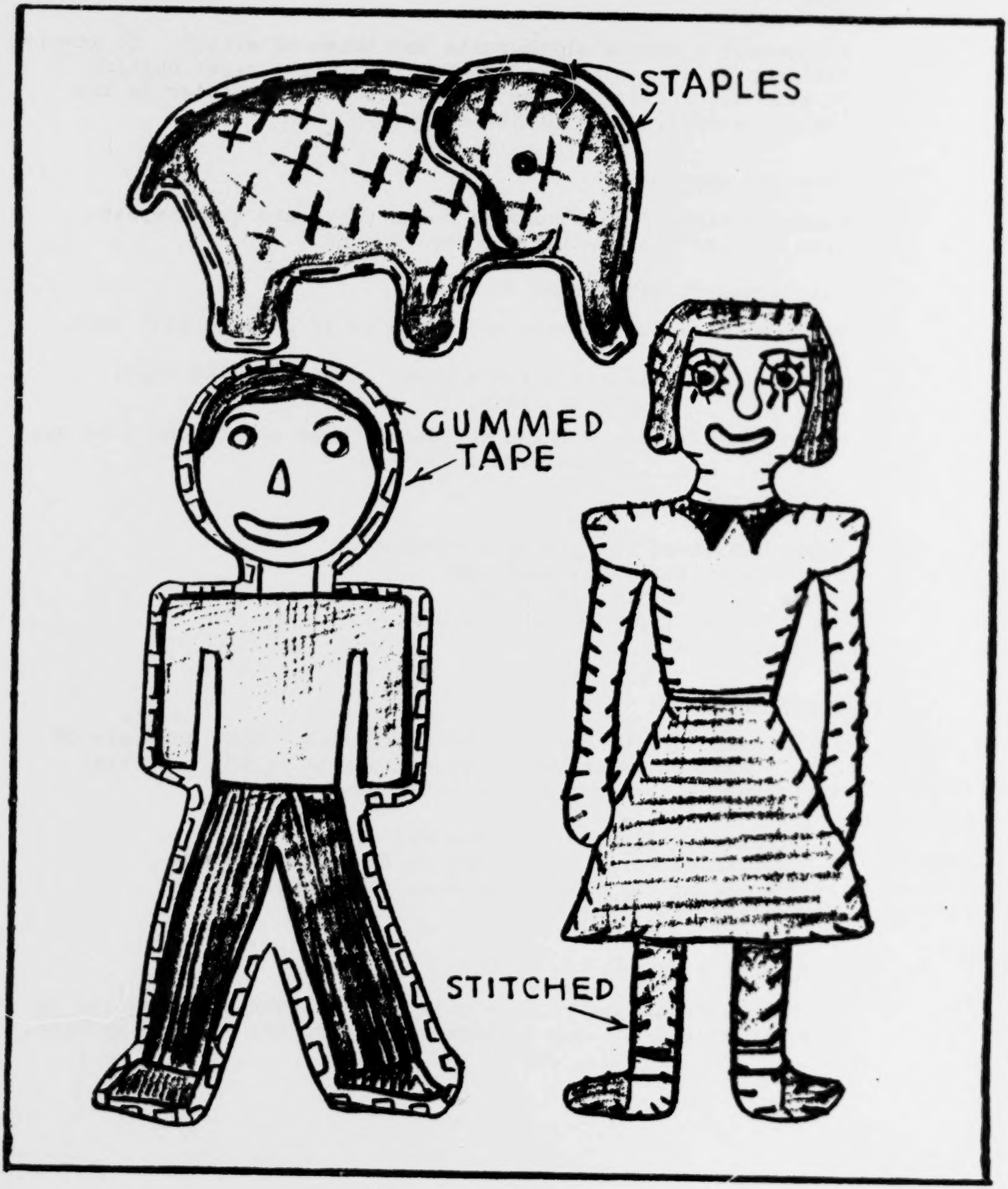
PROPOSED SEQUENCE

Preparation of the mosaic-like background. This consists of dark pieces of paper pasted on a black 12" x 18". Several different dark colors may be intermixed.

Practice cutting of figures and forms
Cutting of forms to be used in the final picture
Assembling the cutout parts on the background
Pasting the forms

ADDITIONAL ACTIVITIES

An entire mural may be done with all children contributing to the background on such a theme as "Playground Fun in the Snow."


STAPLES
GUMMED
TAPE
STITCHED

STUFFED PAPER FORMS

PURPOSE

To provide the opportunity to work in the third dimension. To encourage large work and thereby affect a balance and a variety of sizes. To challenge a class group and individuals to solve the problems of construction and stuffing essential to the project introduced.

PROCESS AND MEDIUM

Stuffing two paper cutouts of a particular form, then fastening the edges to hold in the stuffing material.

PREPARATION--SUBJECT MATTER

The human figure: Self-portrait, friend, father, mother, community helper, story characters, doll characters

Animals: The heavy animals of the zoo or circus--elephants, bears, hippos, etc.

Fish forms

MATERIALS

Large pieces of paper: 18" x 24" kraft, newspaper, or newsprint
Shredded newspaper for stuffing
Crayons; scissors; yarn for stitching if stitching is decided upon.

PROPOSED SEQUENCE

Selection of the subject area

Sketching the large form with one crayon.

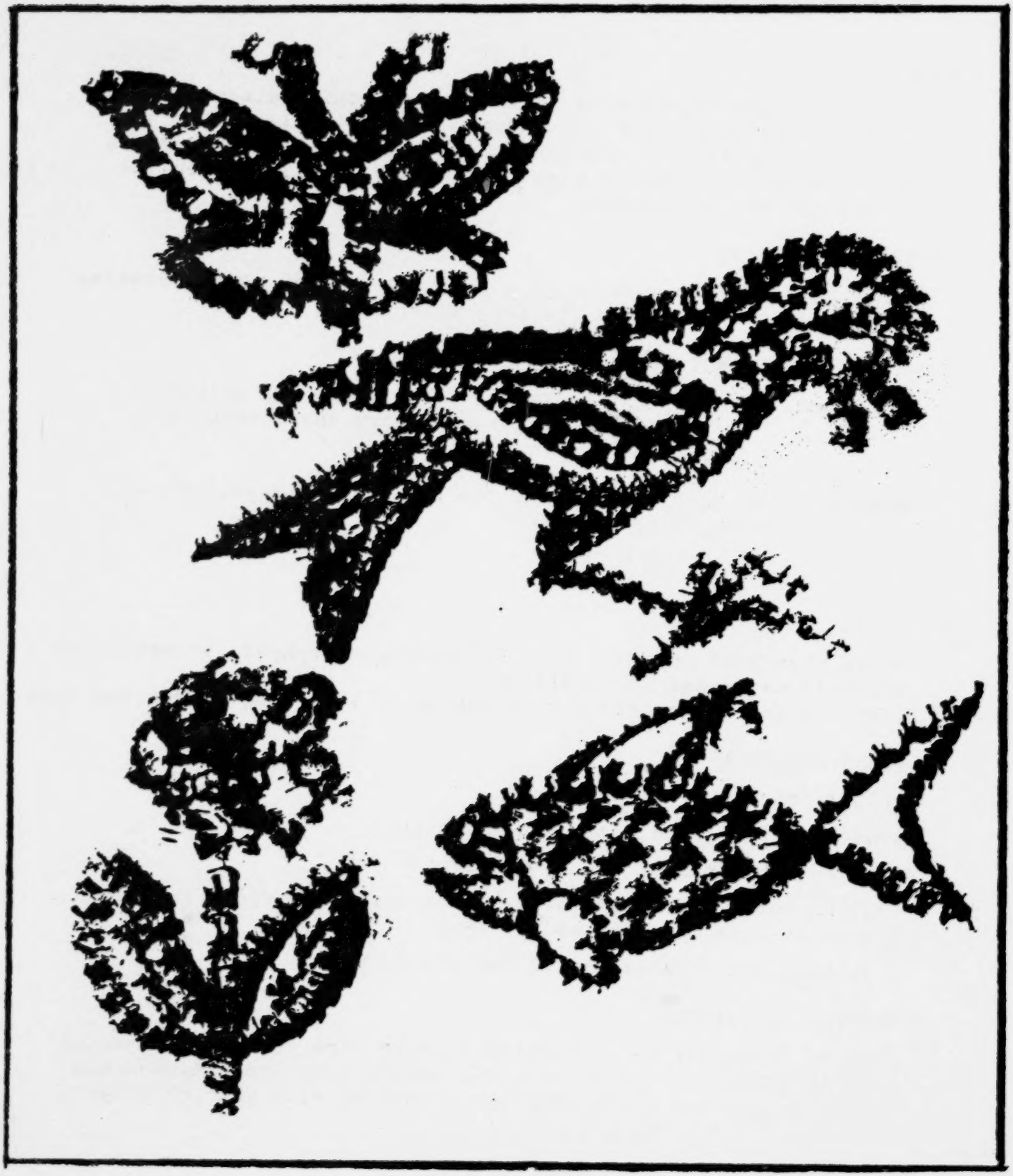
Coloring the form with strong crayon.

Cutting out the form and using it as a pattern for a second identical form to serve as the back.

Fastening the edges and stuffing the form.

ADDITIONAL ACTIVITIES

Stuffed forms may be duplicated in some more permanent material such as muslin or oil cloth. The muslin could be crayoned and pressed. The oil cloth could be decorated with yarn stitchery.



SPONGE PAINTING

PURPOSE

To introduce the use of a comparatively new medium for painting as well as for surface design printing. To provide a medium which will produce very interesting textural effects. To acquaint children with several design principles.

PROCESS AND MEDIUM

Process #1: The small piece of sponge about 1" square used to apply paint instead of a brush.

Process #2: Small geometric shapes cut from a sponge and used for printing surface patterns.

PREPARATION--SUBJECT MATTER

Process #1: Subjects for painting--spring categories of birds, insects, undersea forms.

Easter motifs may be considered for the pre-Easter telecast for middle primary--rabbits, lambs, flowers, eggs.

Process #2: Geometric shapes

MATERIALS

Cellulose sponge
Opaque paint
All types of paper--construction 12" x 18" in all colors,
manila or newsprint 12" x 18" or larger

PROPOSED SEQUENCE

Selection of process to be explored first

Tailoring of the sponge to a simple geometric shape. This is the starting point of both types.

Selection of paper color and value

Experimenting with techniques of applying opaque paint to sponge. The sponge piece is patted on a paint smear or lightly touched to a pan of paint.

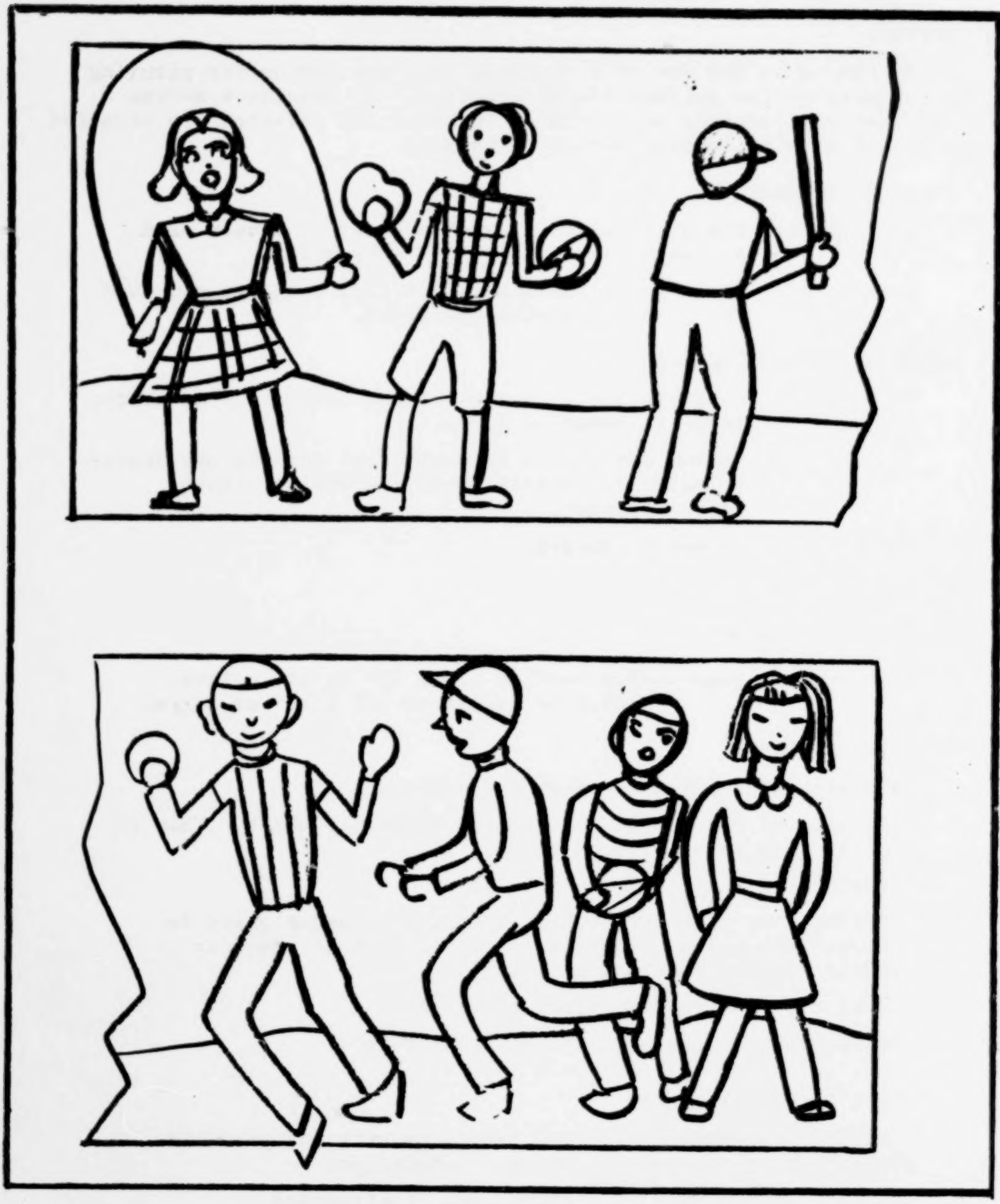
Adding a second color; second shape (#1)

Adding other colors to first silhouette (#2)

ADDITIONAL ACTIVITIES

Continued experience with the technique with the possible transition to the process not yet undertaken.

Complete sponge-painted pictures may be attempted.



SPRING MURAL

PURPOSE

To present a type of mural which is the closest to true mural style. To encourage the large monumental drawing necessary in this type of mural. To introduce the preparation and use of better color and a greater variety of color tones.

PROCESS AND MEDIUM

Mural on wrapping paper sketched with white chalk and painted with opaque paint.

PREPARATION--SUBJECT MATTER

Themes inspired by spring play and activity.

Playground play
Children running
Riding on wheels on the sidewalk

MATERIALS

Wrapping paper 48" wide and as long as an entire blackboard wall--18', 24'

Chalk for sketching

Opaque paint; powder paint

Screw-top jars for mixing paint

Sticks or plastic spoons for stirring paint

PROPOSED SEQUENCE

Hanging the wrapping paper panel.

Selection of specific subject

Discussion of the figures and actions which may be included. Crayon drawings as a preliminary would be an excellent help.

Inviting a volunteer to come up to the panel and sketch the first figure, starting at the top of the paper with a full-sized figure.

Inviting other volunteers to work on the mural until entire area is covered.

Going over the chalk lines with black paint.

Mixing a generous variety of color tones as, for example, a family of greens (light, dark, bright, yellow-green, blue-green, grey-green); a family of browns, etc.

Painting the mural involving as many children as possible.

ADDITIONAL ACTIVITIES

Decorating the hallways or gymnasium-auditorium by completing added murals on subjects of school activity.

MUSIC FOR YOU

TO THE TEACHER

In the primary school there is a 100-minute weekly time allotment for instruction in music. The Music Department recommends that one-fifth of this time, twenty minutes each week, be used for listening lessons based on the RCA record albums supplied each building. The time spent viewing the telecast should be considered a part of the allotted time for music instruction.

GENERAL PURPOSE

To increase the children's enjoyment of music by pointing out something specific to listen for in order to develop active "listening" rather than passive "hearing."

To acquaint the children with the appearance and sound of instruments of the orchestra and band.

TEACHER PREPARATION

Consult the manual for the necessary preparations and follow-up for each lesson.

Locate and become personally acquainted with the recordings beforehand.

In some of the telecasts, groups of children and/or individual children will be used to respond to the music. Be prepared to divide the class or classes in sections or groups and to choose individual children quickly.

ACTIVITIES FOLLOWING THE TELECAST

Re-play the selections used in the telecasts, using suggestions from the albums. This will increase familiarity with the music as to mood, instrumentation, rhythm, melody and form.

Give the children the opportunity to listen quietly to an uninterrupted performance of the music with which they are now well acquainted.

Introduce new recordings using similar approaches.

Miss Roberta L. Best,
Supervising Assistant, Music

LISTENING TO RECORDED MUSIC

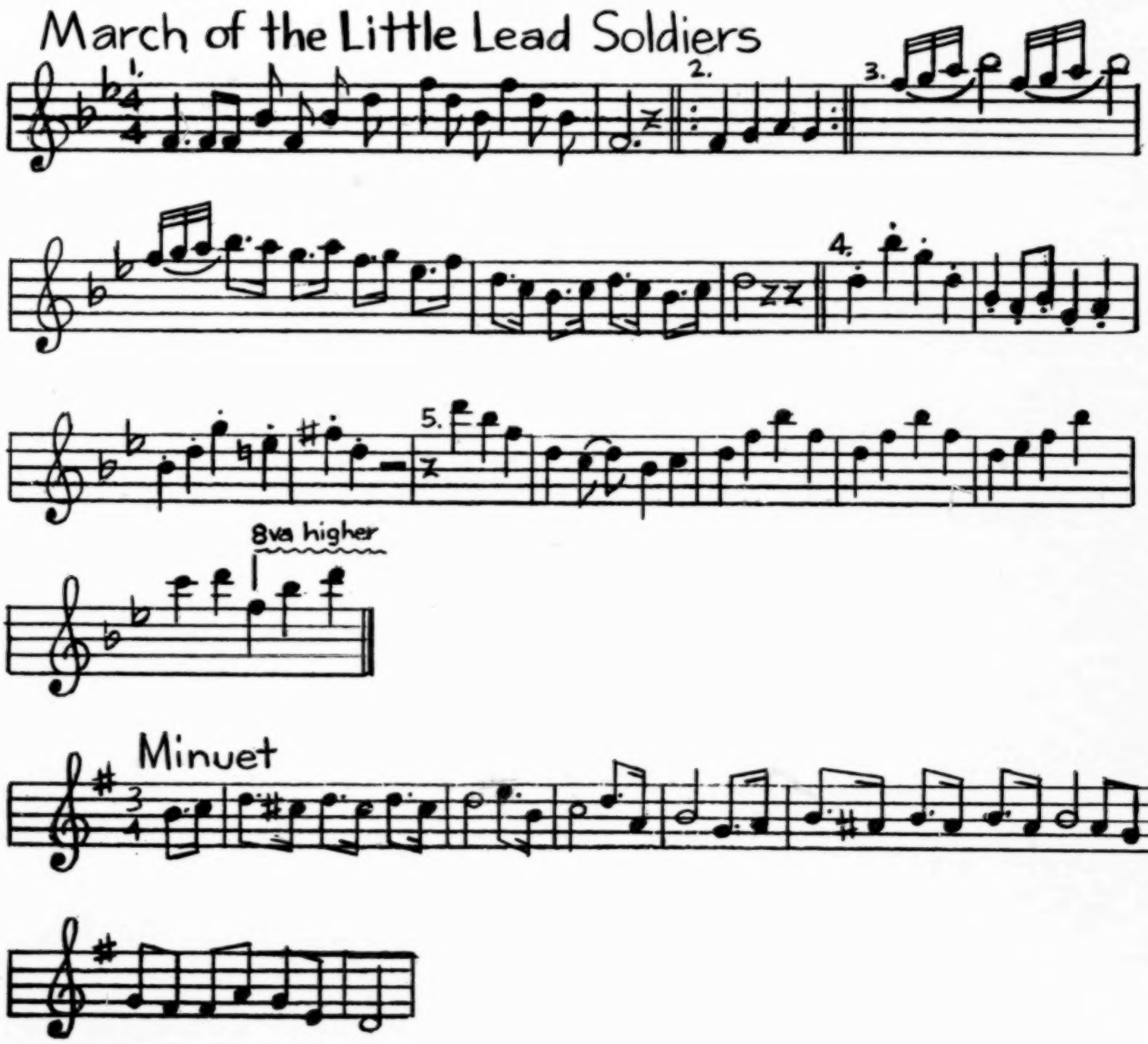
IMMEDIATE PURPOSE

To show how a story can be told in sound.

TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tunes:

LISTENING TO RECORDED MUSIC

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Listening Activities Vol. 1

Record #5025A--Band 1--March of the Little Lead Soldiers--Pierne
Record #5026B--Band 3--Minuet--Beethoven

Songs that will integrate with this lesson are:

Our Songs, p. 106--A Stately Dance
Our Songs, p. 110--We Sing as We March

LISTENING TO RECORDED MUSIC

IMMEDIATE PURPOSE

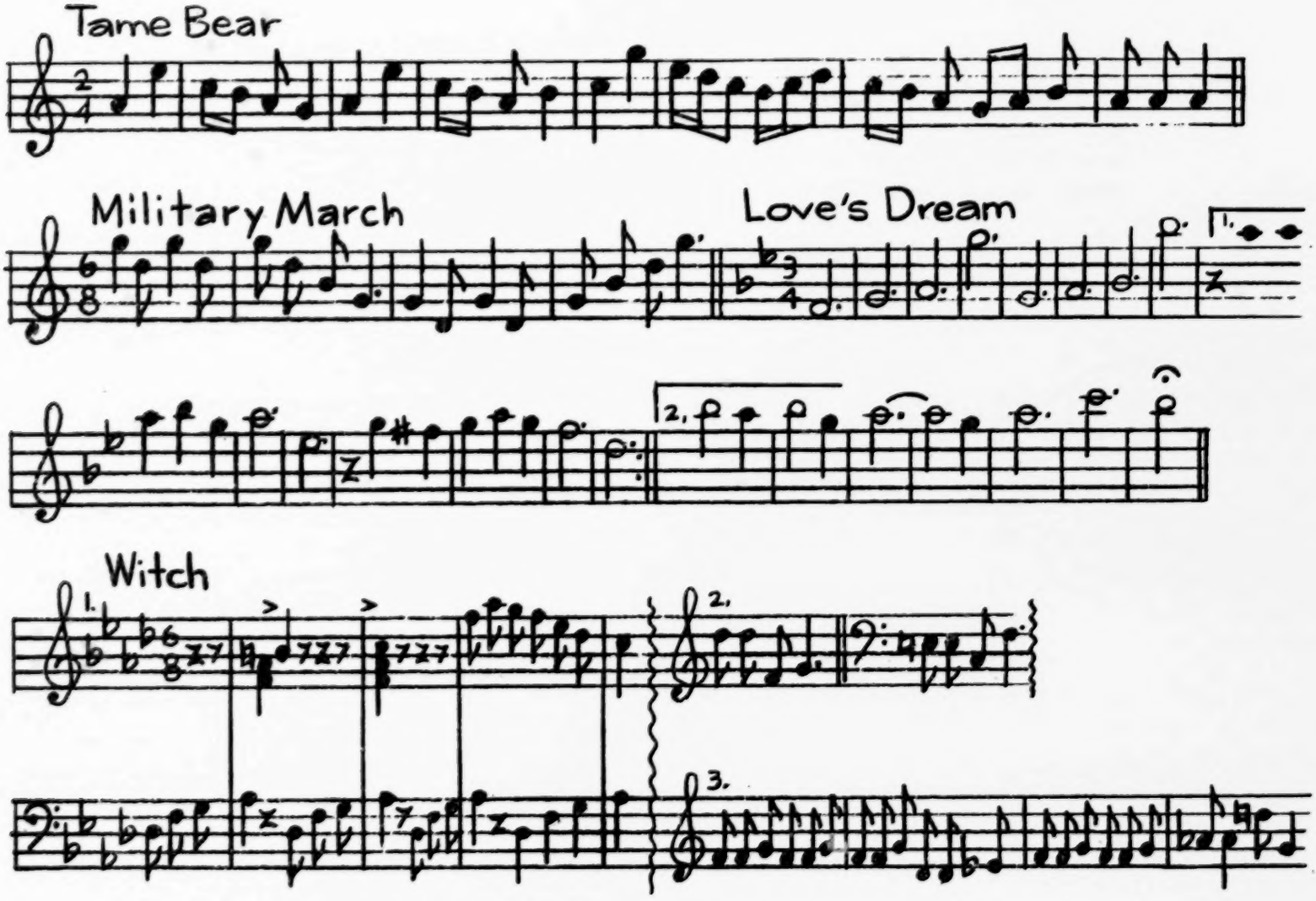
To stimulate imagination and creative physical response.

TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tunes:



LISTENING TO RECORDED MUSIC (continued)

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Listening Activities, Vol. 2

Record #5028A--Band 2--The Wild Horseman--Schumann
Record #5031B--Band 2--Tame Bears--Elgar

Rhythmic Activities, Vol. 1

Record #5002B--Band 1--Military March--Anderson
Record #5001B--Band 3--Loves Dream After the Ball--Czibulka

Rhythmic Activities, Vol. 3

Record #5011A--Band 3--The Witch--Tchaikovsky

Songs that will integrate with this lesson are:

Our Songs--p. 57--Big Brown Bear
Our Songs--p. 58--See That Elephant
Our Songs--p. 54--Circus Parade
Singing On Our Way--p. 67--Funny Old Clown

LISTENING TO RECORDED MUSIC

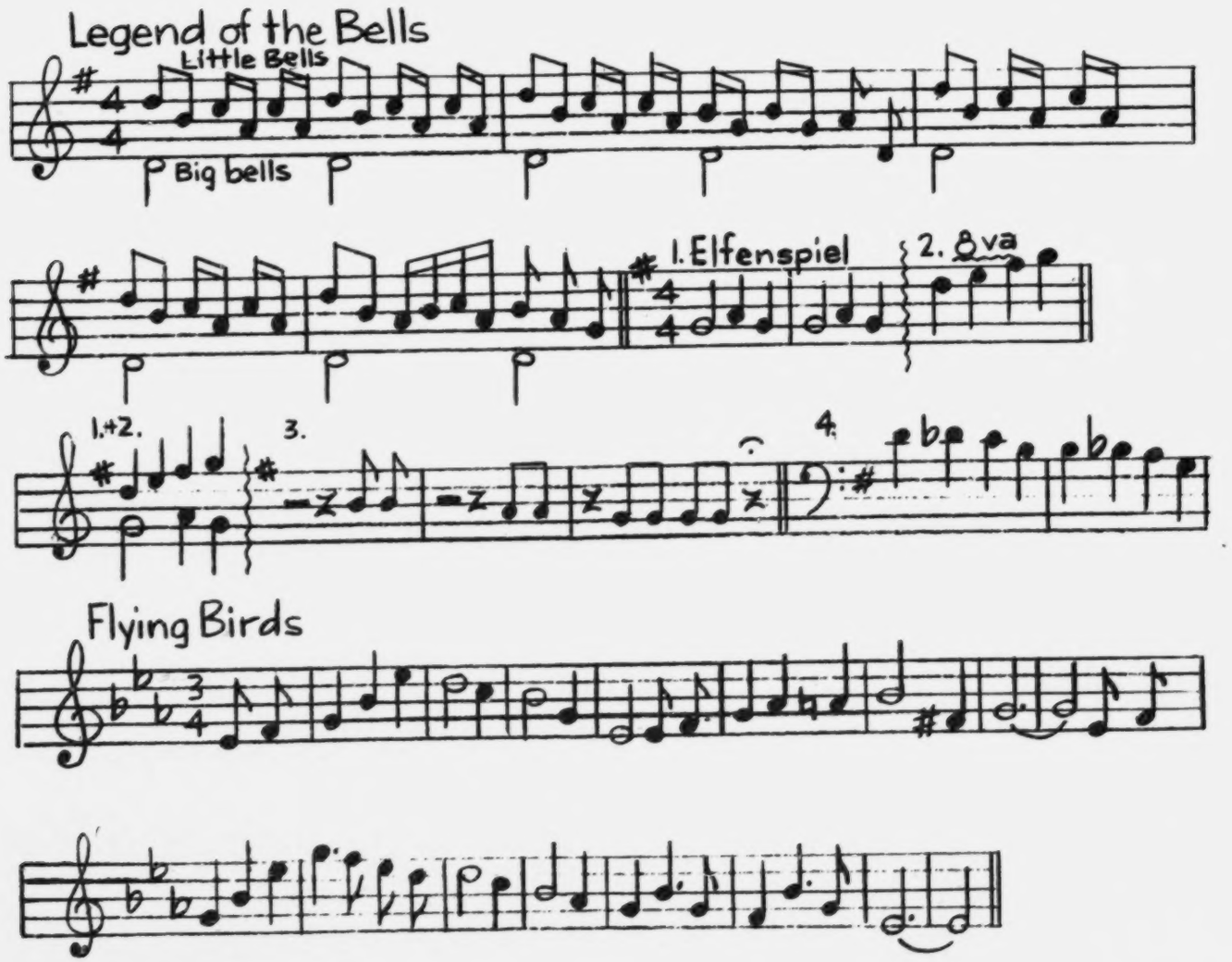
IMMEDIATE PURPOSE

To show how bell sounds are used in music.

TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do <u>not</u> play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tunes:

LISTENING TO RECORDED MUSIC (continued)

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Listening Activities, Vol. 1

Record #5026A--Band 2--Legend of the Bells--Planquette

Rhythmic Activities, Vol. 3

Record #5011A--Band 2--Elfenspiel--Kjerulf

Rhythmic Activities, Vol. 1

Record #5002A--Band 3--Flying Birds--Anderson

Songs that will integrate with this lesson are:

Singing On Our Way--p. 50--Wake-Up Clock
Singing On Our Way--p. 155--Ring, Ring
Singing On Our Way--p. 144--Telephone Song
Singing On Our Way--p. 147--The Bell Doth Toll
Our Songs, p.111--Triangle

LISTENING TO RECORDED MUSIC

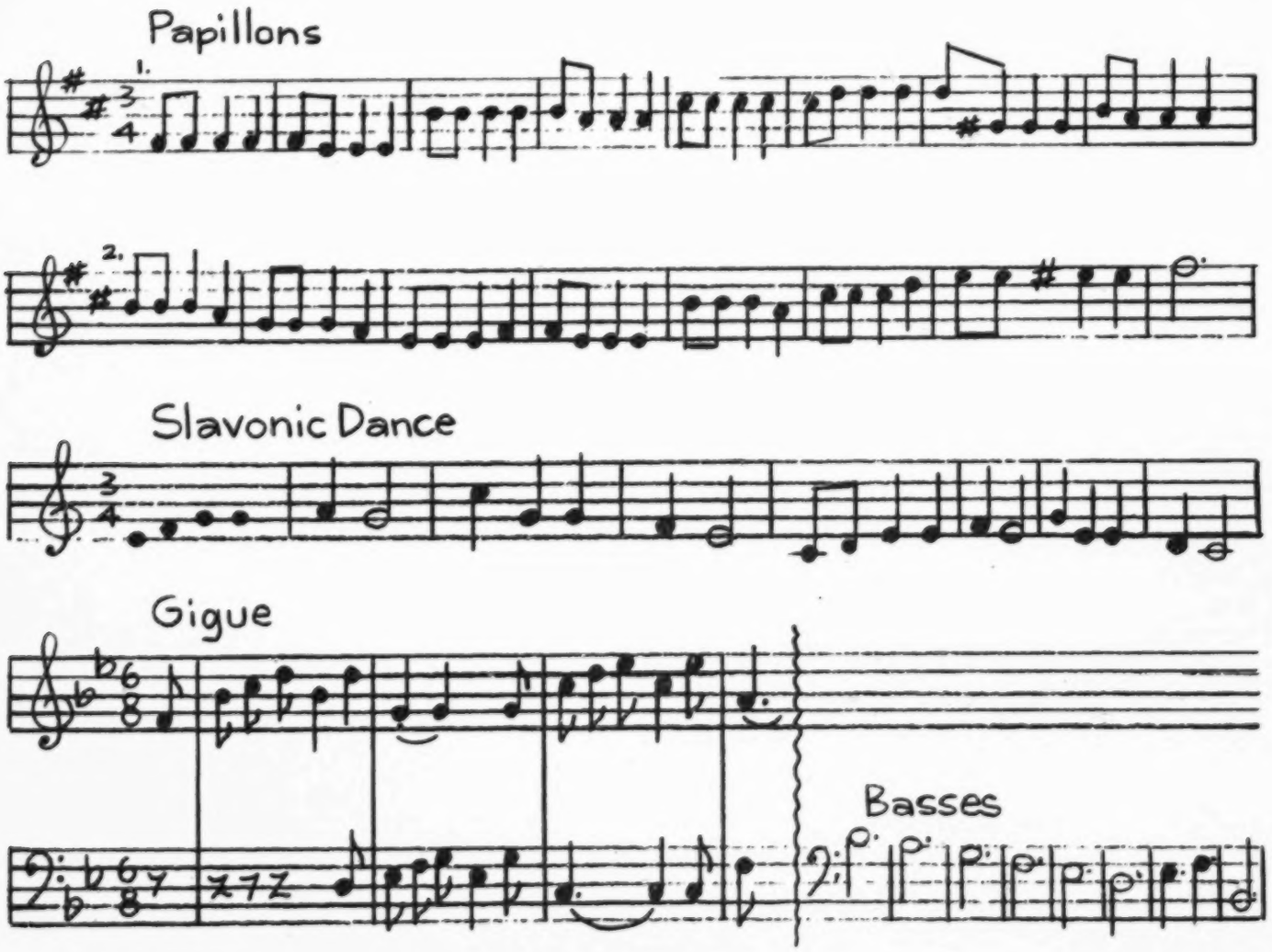
IMMEDIATE PURPOSE

To stimulate rhythmic response.
To develop awareness of form through melody and rhythm.

TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tunes:

LISTENING TO RECORDED MUSIC (continued)

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Rhythmic Activities, Vol. 3

Record #5008A--Band 4--Papillons--Schumann
Record #5008B--Band 2--Slavonic Dance--Dvorak
Record #5011A--Band 1--Mirror Dance--Gounod
Record #5011B--Band 1--Knight of the Hobby Horse--Schumann

Rhythmic Activities, Vol. 1

Record #5003A--Band 1--Gigue--Corelli

PHYSICAL EDUCATION FOR YOU

TO THE TEACHER

These physical education telecasts are designed to present new activities, show the correct techniques of various skills and guide pupils in their development of desirable habits and attitudes. However, the ultimate objective is to help you, the teacher, give the pupils more opportunities in physical education.

The time spent viewing the telecasts should be considered a part of the 150 minutes allotted weekly to physical education activities. While the fifteen-minute programs are in progress, pupils should not participate in the activities. However, for better retention of the material, it is highly recommended that the class be given the opportunity to actively participate as soon after the program as possible.

Pupils will demonstrate various activities on the telecasts and when necessary, films will be used to show how a class is organized to practice skills or play games.

This guide is prepared to give a preview of the content of each telecast and to provide detailed information for follow-up activities. In addition, your physical education supervising assistant will be ready and willing to render any additional help you may need.

If the supervising assistant is not due to visit your school when assistance is needed, consult with your principal. If you and he feel help is needed, please call Gr. 6-3670, Ext. 288. Give your name, school and an indication of the help desired. We shall do our best to have someone visit your school as soon as possible.

Best wishes for many pleasant experiences in your physical education classes!

Robert McLaughlin, Supervising
Assistant
Physical Education Department

STUNTS AND TUMBLING FUN

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

Animal Stunts

Stunts for Fun

The Forward Roll Progression

* * *

WHY STUNTS?

Children's stunts are feats of performance.

Stunt activities develop coordination.

Stunts develop a sense of balance.

Stunt activities help develop strength and flexibility.

Stunts develop the skill of working with others.

Stunts provide opportunities for good fun and the release of emotional tension.

ACTIVITIES FOLLOWING THE TELECAST

(All page references are from Physical Education in the Primary School.)

Animal Stunts	Page
Duck Walk	173
Dog Walk	174
Lame Dog Walk	174
Rabbit Hop	175
Seal Crawl	177
Inchworm	177

Mule Kick:

Bend forward.

Place hands on floor.

Bend knees and kick into air as a mule.

ACTIVITIES FOLLOWING THE TELECAST

Suggestions for beginning the teaching of animal stunts:

Starting with questions:

How would you walk if you were a duck?

What would you do if you were a frog?

Starting with a story:

Teacher: What is a mule?

One pupil: A mule is a horse with long ears.

Second pupil: I think it is like a small horse.

Teacher: What does a mule do?

Pupil: He kicks his legs up in the air.

Teacher: How does he kick his legs up? Can you show us?

(Child kicks up legs in bent position.)

Teacher: Yes, that's the way he kicks. An important thing I noticed is the mule always holds his head up to keep his balance. Can we all find a place in the field (on the floor) to kick up our legs the way the mules do?

Children: Sure. (Children go to scattered positions.)

Teacher: Look around you so you will not hit anyone before you start kicking. If you're ready, begin.

(Children try kicking their legs a few times.)

Teacher: Stop your kicking now and listen carefully as I tell you a story about "Jenny the Mule." As I tell you the story, kick up your legs any time you hear me say Jenny the Mule. Remember, Jenny always looks behind before kicking so she won't kick anyone.

Once upon a time there was a mule named Jenny. One nice day Jenny was walking slowly across a field (all start on all fours.) All of a sudden she stopped, looked around her, and since no one was near, Jenny the Mule kicked up her legs. Then Jenny the Mule (all kick again) continued her walk and on the way she met a lame dog walking

ACTIVITIES FOLLOWING THE TELECAST

Starting with a story:

across the field. (Children imitate lame dog.) Then Jenny the Mule (all pupils quickly change to mule) continued on her way feeling very glad she was not lame. Jenny the Mule continued her walk until she met a frog. (A pupil shows how a frog hops. By this time pupils get idea they would become whatever Jenny saw.)

Jenny the Mule (children kick) next saw a little white duck (children imitate ducks). Jenny the Mule enjoyed seeing the animals on her walk across the field but was becoming tired so she rolled over on her side, and went sound asleep.

Starting with one pupil:

In presenting a new stunt, choose one child to try the activity; give him enough help so that he will do the activity well. Then have all the children try the activity.

OR

Select a pupil who performs a stunt using the best form, and have that pupil demonstrate to the other boys and girls. This may raise the standard of performance of the whole group.

Stunts for Fun

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Indian Stand	176
V-Sit	178
Heel Click	178
Half Top Spin	179
Wring the Dishcloth	180

Additional hints for teaching stunts for fun:

Create an interest in the activity through the proper introduction.

Permit each child to work at his own rate of speed.

Teach one or two children the activity before presenting it to the class so they may demonstrate it.

ACTIVITIES FOLLOWING THE TELECAST

Additional hints for teaching stunts for fun:

Never use these activities for races or relays.

Use each activity for a short time in any given period.

Use wide variety of activities so each child may accomplish some.

DO NOT EXPECT ALL CHILDREN TO DO EACH STUNT.

Forward Roll Progression

The forward roll should be taught in a definite progression with children in the primary school. The progression is listed below. Before beginning the forward roll progression it is imperative to review the teaching suggestions found on page 171 of the guide, Physical Education for the Primary School.

	Page
Log Roll	185
Egg Roll	185
Side Roll	186
Forward Roll	187

STAY ON THE BEAM!

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

Balance Beam Safety

Stunts with a Partner, Using Two Beams

Moving on the Beam Individually

Activities with a Partner on One Beam

ACTIVITIES FOLLOWING THE TELECAST

Balance Beam Safety

Beams should be "anchored."

The beams have metal legs which might slip on a wooden or tile floor. Before activities begin on the beams, children should be instructed on the method of keeping the beams from sliding. The following is one method which holds the beams securely:

One pupil goes to far end of beam, and places one foot on one of the supporting braces, the other foot on the supporting brace on opposite side of beam.

As first pupil in line steps on beam to begin walking across it, pupil immediately behind him places his feet on the supporting braces at that end of the beam. Thus two children hold the beam secure with their feet while the third pupil walks on it.

As pupil approaches end of beam, pupil at far end steps back from the braces to allow pupil to step off the beam at the end. The pupil who has just finished walking on the beam then takes his turn holding the far end of the beam secure while the next pupil begins to walk on it.

ACTIVITIES FOLLOWING THE TELECAST

The wearing of gym shoes is preferred to street shoes.

Teach children to step firmly on the beam with the whole foot and with the toes pointing forward.

Never allow pupils to jump or step over a beam, run on a beam, or become silly when moving on the beam.

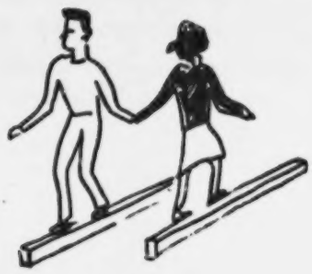
Raising arms sideward will aid children in balancing.

Stunts with a Partner, Using Two Beams (Hands Joined.)

Partners walk forward with inner hands joined.

Partners face each other, stand with sides toward the beams, and join hands; walk sideward on two beams.

One partner faces forward; one backward. Join inner hands and walk across beam.



Partners join inner hands, and walk backwards.

Partners walk forward to middle of beams; face partner and walk sideward.

Partners walk forward to middle of beams; turn, and walk backward.

Partners walk sideward to middle of beams; turn and walk forward.

Partners walk sideward to middle of beams; turn and walk backward.

Partners walk backward to middle of beams; face partner and walk sideward.

Partners walk backward to middle of beams; turn and walk forward.

ACTIVITIES FOLLOWING THE TELECAST

Moving on the Beam Individually

Walk forward across beam.

Walk backward.

Have partner walk beside pupil on beam. If pupil on beam begins to lose balance, he can use shoulder of helper to help maintain his balance.

Pupils should walk slowly when moving backwards across beam.

Walk sideward.

Helper should be used. Helper faces pupil on beam, and stays in front of balancer as side-steps are taken. Helper should clench fist and hold arms as illustrated. The balancer can grasp arms of helper to maintain balance.

Walk to center of beam, kneel on one knee, stand, and continue forward.

Walk under wand or yardstick held three feet above beam.

Step over wand or yardstick held one foot above beam.

Walk to middle of beam; do an "Angle Stand."

One pupil kneels across beam with hands on floor. Balancer steps over him.

ACTIVITIES FOLLOWING THE TELECAST

Moving on the Beam Individually

Walk backward with a slide step.

Walk forward to center of beam, turn, walk sidewards rest of way.

Walk forward to center of beam, turn, walk backwards.

Walk sideward to middle of beam, forward rest of way.

Walk sideward to middle of beam, backward rest of beam.

Walk backward to middle of beam, turn, walk sidewards.

Walk backward to middle of beam, turn, and continue on forward.

Balancer steps through joined hands of two classmates.

Activities with a Partner on One Beam

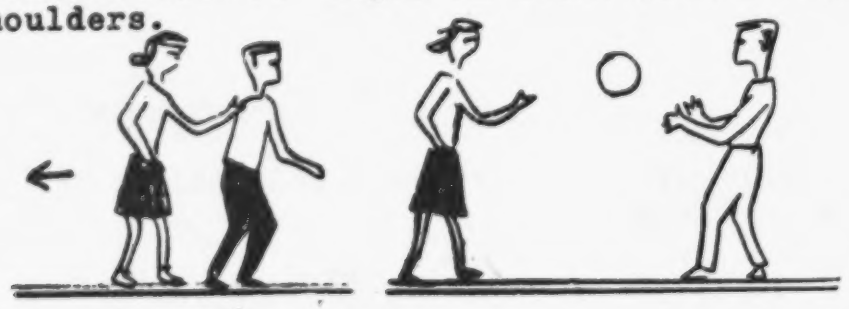
Partners walk forward on one beam. Pupil in back places hands on leader's shoulders.

Partners face each other, and join hands. One pupil walks backward; the other forward.

Partners stand side by side with left sides toward the beam, and hold inner hands. They walk sideward to the left across beam.

Same as above with right sides toward beam.

Both pupils walk backward. Pupil in front places hands on partner's shoulders.



Partners face each other and toss ball back and forth.

LESSON 7

IT'S CIRCUS TIME!

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

The correlation of physical education activities to form a circus unit

* * *

No unit of study in the primary school lends itself more successfully to the spirit of work and play than the circus. Its academic possibilities are numerous. The colorful and imaginative qualities of play can be developed to as little or great an extent as the individual teacher cares to spend on the project.

A number of activities which incorporate the circus theme are listed. These ideas can be used as approaches for the circus unit, but they by no means exhaust the possibilities of circus subject matter. It is hoped that teachers will use these clues only as a kind of reference to enrich their imagination concerning subject matter for the circus. Once children are allowed to make a beginning, they will suggest many new ideas and many new variations of old ideas.

ACTIVITIES FOLLOWING THE TELECAST

Animal Acts

Lions Monkeys Elephants Seals Horses

(Represent by high-stepping walk, trot, or a gallop.)

Elephant Walk

Lion Walk

Seal Walk

ACTIVITIES FOLLOWING THE TELECAST

Clown Act: Tumbling activities, such as the forward roll progression. Stunts, including the coffee grinder, crabwalk, corkscrew, etc.

Tightrope Walkers: Use balance beams for various activities. Balance beam activities are on pages 193 to 206 in the Physical Education for the Primary School guide.

Bouncing Balls: Have pupils try different activities with balls. A few examples:

- Throw ball in air, allow it to bounce, and catch it.
- Throw ball in air, clap hands, and catch it after the bounce.
- Throw ball in air,turn around, and catch it after the bounce.
- Bounce, bounce, catch, throw it in air, and catch.
- Attempt various bounce patterns to rhythms.

Rope Jumping: A progression of activities for rope jumping is in the Physical Education for the Primary School guide, pages 207 to 212.

Correlation of the circus theme with other subjects in the Primary School

Language Arts

- Stories

  Pupils write own stories.
  Circus stories may be read to pupils.

- Poems

Reading

- Charts
- Stories
- Circus vocabulary
- Riddles
- Invitations: To mothers or invitation to another class to see the circus.

Numbers

- Counting
- Grouping

ACTIVITIES FOLLOWING THE TELECAST

Social Studies

- Travel
- Routine life of circus personnel; how it differs from our own.
- Cooperation and discipline needed to perform within a circus.

Science

- Care of animals
- Time

Art

- Clay modeling
- Illustrations
- Portraiture
- Murals
- Decorations

Music

Rhythmic Activities, Vol. 1

Record #5002B--Band 4--High Stepping Horses--Anderson
Record #5000B--Band 2--Clowns--Mendelsohn

Songs to Sing

First Grade Book, p. 113--The Elephant
First Grade Book, p. 112--The Clown
Our Songs, p. 54--Circus Parade

HOP AND JUMP

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

Hopping Activities

Jumping Skills

Games Involving Hopping and Jumping

ACTIVITIES FOLLOWING THE TELECAST

Hopping Activities

Teaching Suggestions for the Improvement of the Hopping Skill

- Balance body with arms out from sides.
- Balance also with the nonsupporting leg.
- Keep supporting foot in perfect balance and pointing straight ahead.
- Use toes to help grip for better support on the hopping foot.
- Land lightly on toes with knees bent to help absorb shock.

Activities to Improve Hopping Skills

Movement Patterns

- Hop on a line.
- Hop in a circle.
- Add hopping backwards or sideways over a line.
- Change dimensions of the hop by barely leaving the ground or hopping as high as possible.

Body Variations

- Arms: Hop with arms folded across chest; clasped behind back; grasping upraised knee; on hips; above head; with hands clasped behind head.

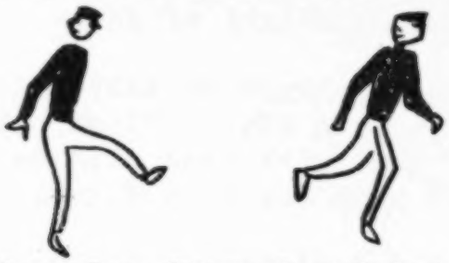
- Legs: Hop with free leg bent up high in front or to the side; while holding nonsupporting foot behind; change to other foot after five hops.

- Body Position: Hop with body bent forward, sideward, or backward.

HOP AND JUMP (continued)

Combinations of activities

- Hop forward a few times with the free leg extended forward, then a few times with it extended backward.



- Swing the free leg forward and backward while hopping in place.
- Hop to the right with the right foot, then to the left with the left foot.
- While hopping, swing free leg forward and clap hands under it on every other hop.

Jumping Activities

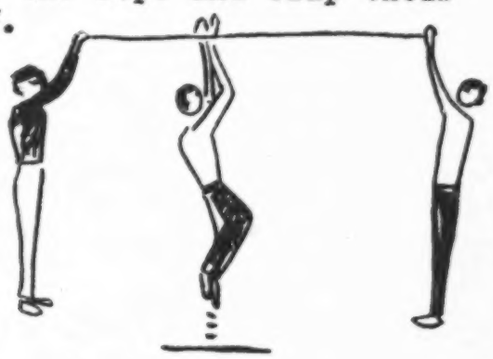
Teaching Suggestions for the Improvement of Jumping Skills

- Use arms as balance while body is in air.
- Land lightly on both feet, flexing ankles and knees to cushion the jar of landing.

Movement patterns

- Jump forward, backward and sideward.
- Jump in a little circle.
- Jump with knees half bent.
- Change dimensions of the jumps by barely leaving the ground or jumping as high as possible.

When jumping for height, have two tall pupils hold a jumping rope above their heads. Have pupils jump up under the rope and clap their hands above the rope.



Body Variations

- Arms: Jump with arms held still at sides; folded in front or clasped behind back; placed on hips; with hands on knees; or with both arms reaching high above head at height of jump.

- Legs: Jump forward by taking off on one foot and landing on both feet. Click heels together while in air. Land with feet alternately apart and together or with one foot forward and one backward.

Combinations of Activities

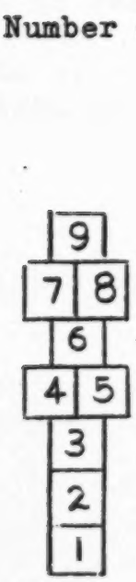
- Jump, making a half turn while in the air.
- Jump, once forward and once backward, or once to one side.
- Jump like animals such as a rabbit, frog, kangaroo, monkey, etc.

Games Involving Hopping or Jumping

Hopscotch

Supplies needed: A lagger for each player. This may be a rubber heel off an old shoe, a piece of tile, or any object which can be thrown without rolling.

Number of Players: 2 to 4



Rules: The first player hops into the squares consecutively. When he reaches spaces 4 and 5, he places his left foot in 4 and his right foot in 5. The same procedure is done in spaces 7 and 8. Upon reaching space 9, he turns around and returns the same way. If he reaches the starting position without committing a foul, he throws his lagger into space 1. He then leaps over space 1 containing the lagger and proceeds as before to space 9 and back to space 2. While on one foot in space 2, he picks up his lagger, then hops into space 1 and out of the hopscotch court. He then throws the lagger into space 2.

He proceeds as before hopping over the space containing the lagger to space 9 and returns to space 3. While balancing on one foot, he picks up the lagger from space 2, hops into spaces 2 and 1, then out of the court. He proceeds in this manner until the

Games Involving Hopping or Jumping

Hopscotch

lagger is successfully thrown into and retrieved from space 9. When a foul is committed, player committing foul leaves his lagger in the space where it was when foul occurred. A player always hops over the space in which another's lagger is placed.

Fouls: 1. To hop on a line.

2. To put the raised foot down.

3. To change from the foot on which he started after landing in spaces 4 and 5 or 7 and 8.

4. To fail to toss the lagger into the correct space.

5. To throw lagger on a line.

6. To hop into a space occupied by another's lagger.

Teaching Suggestions:

- Hopscotch is a good activity for physical education classes when the entire class participates in it from 8 to 12 Hopscotch courts. In most schools Hopscotch courts are in a line to enable the teacher to supervise play in many courts, but in a relatively small area.

Jumping Activities

"Jack Be Nimble", p. 32, Physical Education for the Primary School.

"Cross the Brook", p. 41, Physical Education for the Primary School.